

2018

TEACHER INDUCTION PROGRAM

MODULE 5
DEPARTMENT OF EDUCATION

BEST | CARDNO

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ANSWER KEYS

Module 5: Learning Process

The primary purpose of the module is to assist the newly-hired teacher in understanding the nature of the learners across key learning stages (K to 3, 4 to 6, 7 to 10 and 11 to 12). This module will also help teachers to better understand the why's and the how's of offering learning programs that are responsive to the needs of the learners.

This module contains the topics on the 21st Century Learners where the newly-hired teacher will identify the nature of learners in various key learning stages in the Philippine education setting and will be working on a detailed lesson plan (DLP) with parts that are aligned with DepED Order #42, s. 2016 with a specific 21st century skills that he would like his learners to develop. The teacher will also identify learning programs implemented or offered in his school or district that are responsive to the needs of the learners in different key learning stages.

In the later part of the module the teacher will do a self-reflection on how he could become an effective teacher capable in the delivery of quality basic education among the Filipino learners.

This module is self-paced where it can be worked individually or in pair by teachers during the school-based In-Service Training (INSET). However, the DLP developed by the teacher can be used in a demonstration teaching activity during the district or division INSET to be checked by peers and subject specialists in terms of the appropriateness of the content and delivery style of the teacher.

I. SESSION 1: LEARNER-CENTERED LEARNING

A. Desired learning outcomes

(2.4.1) BTI	(2.4.2) PTI
a. Demonstrate understanding of supportive learning environment that nurtures and inspires learner's participation.	b. Maintain supportive learning environment that nurtures and inspires learners to participate, cooperate and collaborate in continued learning

B. Objectives

- a. Demonstrate knowledge and understanding of the principles on learner-centered learning;
- b. Design a classroom activity by adopting learner-centered learning approaches and strategies;
- c. Apply learner-centered activity effectively through lesson planning.

C. Pre-Test

Below are phrases/statements about teaching approaches. Group them whether they characterize/describe a Learner-centered or not by writing their corresponding numbers under the appropriate column. **F** if Learner-centered and **B** if otherwise.

1. Learning is based on repetition.
2. Consideration for HOTS tasks.
3. Learning is interactive.
4. Skills are treated in isolation.
5. Students learn how to learn.
6. Collaboration is not evident.
7. Teacher's role is interactive, rooted in negotiation.
8. Background knowledge taken in consideration as well as new knowledge.
9. Interdisciplinary exploration is considered.
10. Teacher's role is directive, rooted in authority.

Below are a range of teaching methods. Tag them to the given teaching strategy to which you think how they will be employed in your classroom.

compare and contrast, demonstrations, guides for reading, listening and viewing, lecture, role play, simulations, case study, cloze procedure, inquiry, problem solving, reflective discussion, small group discussion, games, experiments, brainstorming, debates, cooperative learning, interviewing, field observations, assigned questions, computer assisted instruction, essays, reports, research projects

DIRECT INSTRUCTION	INDIRECT INSTRUCTION	INTERACTIVE INSTRUCTION
EXPERIENTIAL INSTRUCTION	INDEPENDENT INSTRUCTION	

D. Key Concepts

1. *Why is it important to understand the principle of learner-centered learning?*

Learner-centered learning is an instructional approach in which the learners influence the content, activities, materials, and pace of learning. This learning model places the learner in the center of the learning process. The teacher provides learners with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. (Collins & O'Brien, 2003)

In a learner-centered learning environment, McCombs and Whistler (1997) state that learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration. Learner-centered learning environments recognize that the prior knowledge of learners powerfully influences future learning and thus attempt to build on prior knowledge.

2. *Five Learner-Centered Learning Principles by Weimer (2002):*

- a. Student-centered learning shifts the balance of classroom power from teacher to student thus fostering active learning and engagement among peers.
- b. Student-centered learning enables critical thinking and is a means to develop knowledge rather than a collection of facts by building upon and challenging prior learning.
- c. Student-centered learning situates the teacher as facilitator and contributor rather than authoritarian and director of knowledge.
- d. Student-centered learning returns the responsibility for learning to the students, so students are able to discover their strengths and weaknesses and take part in directing their own knowledge gain.
- e. Student-centered learning employs effective assessment to promote learning and inform future practice.

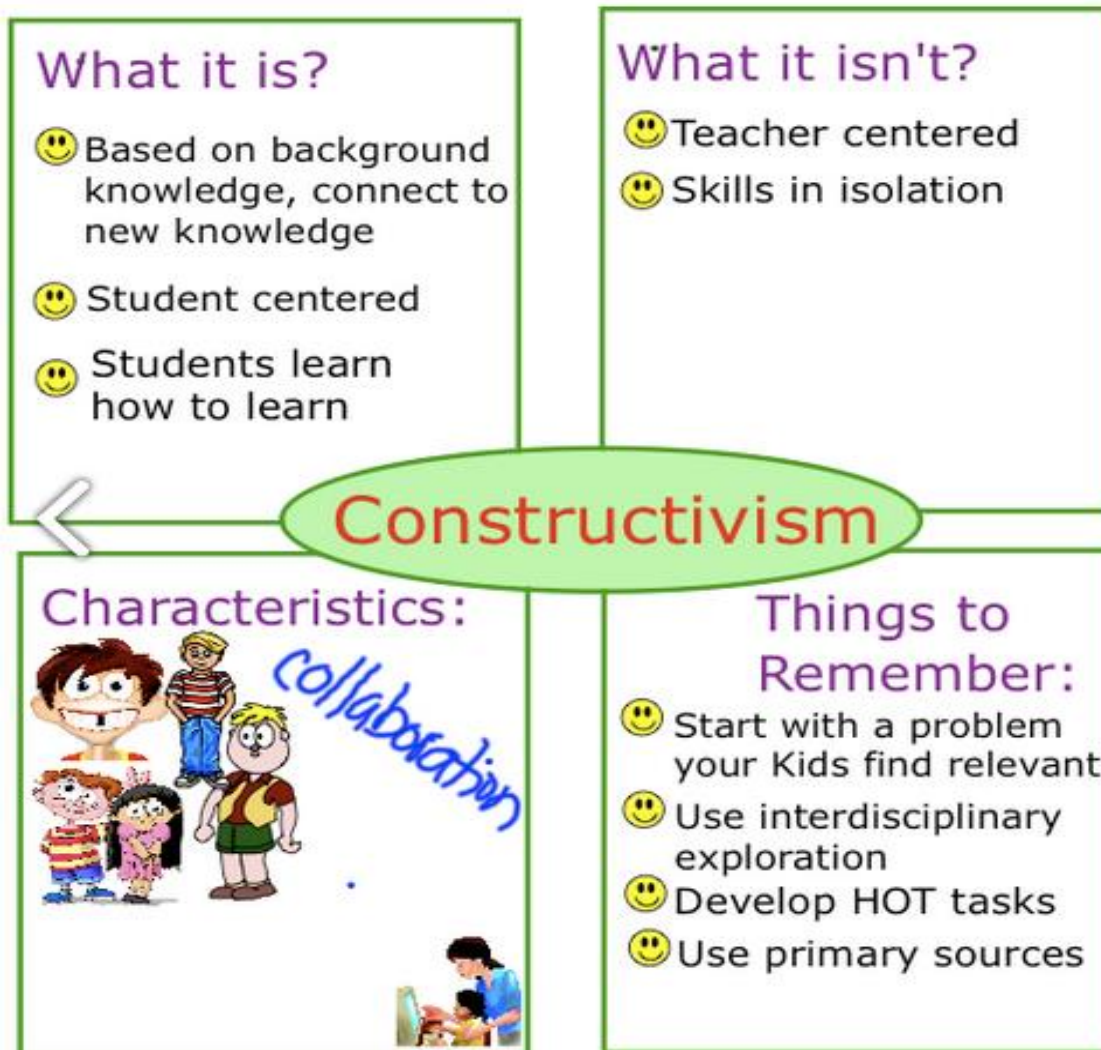
3. *How will teacher apply the learner-centered approaches and strategies in the classroom?*

Republic Act No. 10533, SEC. 5.e. states that, The curriculum shall use pedagogical approaches that are **constructivist, inquiry-based, reflective, collaborative** and **integrative**.

- a. What is Constructivism?¹
 - Learning is an active process
 - Learning involves language
 - Learning is a social activity
 - Learning is contextual
 - One needs knowledge to learn
 - Motivation is a key component in learning
 - Learning is not instantaneous
 - **Construction of knowledge**
 - learner's prior knowledge
 - have access to resources
 - actively learn
 - create, manipulate, and debate knowledge
 -

¹ **Source:** NEAP

- **Process, not product**
 - learning environment tasks the learner with creating or constructing representations of individual meaning
 - Learners systematically gather and evaluate information
- **Multiple Perspectives**
 - Collaboration allows learners to share and reconcile multiple dissonant perspectives or strategies and find synergistic solutions
 - Peers provide multiple interpretations and models that enable the learner to systematically revisit, rearrange and re-purpose material from different conceptual perspectives.
 - Cognitive apprenticeship
 - Process-based evaluation



TRADITIONAL	CONSTRUCTIVIST
Curriculum begins with the part of the whole emphasizing basic skills	Curriculum emphasizes big concepts beginning with the whole and expanding to include the parts
Strict adherence to fixed curriculum is highly valued	Pursuits of students' question and interest is valued (Inquiry-based)
Learning is based on repetition	Learning is interactive
Teacher's role is directive, rooted in authority	Teacher's role is interactive, rooted in negotiation
Assessment- Testing (Correct Answer)	Assessment- observation, peer evaluation, and testing
The teacher is superior and is referred as authority or master	Teachers serve as guides to the students to challenge them to think harder by considering new ideas

4. *What Is Inquiry-Based Approach?*

The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

5. *What Is Reflective Approach?*

Students control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps create situations where the students feel safe questioning and reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the student to reflect on his or her prior knowledge and experiences. Talking about what was learned and how it was learned is really important.

6. *What Is Collaborative Approach?*

The constructivist classroom relies heavily on collaboration among students. There are many reasons why collaboration contributes to learning. The main reason it is used so much in constructivism is that students learn about learning not only from themselves, but also from their peers. When students review and reflect on their learning processes together, they can pick up strategies and methods from one another.

7. *What Is Integrative Approach?*²

Integrative learning is linked to the classical tradition of educating the "whole" person: encouraging "breadth of outlook, a capacity to see connections and hence an ability to make fundamental decisions and judgments" (Rothblatt 1993:28).

Integrative learning requires the teaching of intentional learning (taking a deliberative and reflexive stance towards knowledge acquisition): taking into account different dimensions of a problem, seeing it from different perspectives, and making conceptual links among the dimensions and perspectives.

Integrative learning leads students to synthesize learning from a wide array of sources, learn from experience, and make significant and productive connections between theory and practice. This approach to teaching and learning is necessary in today's world where technology and globalization transform knowledge practices in all disciplines and professions: disciplines are now less bounded, with new areas of scientific knowledge emerging on the borders of old ones, and with a significant exchange of concepts, methods, and subject matter between the humanities, the social sciences, and the arts.

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8. *What Are the Instructional Strategies and Methods?*³

In planning lessons, teachers can choose from a variety of instructional models and their corresponding strategies and methods. **An instructional model** is a teacher's philosophical orientation to teaching. It is related to theories of learning including behaviorism, cognitivism, constructivism, social interactionism, and others. **An instructional strategy** is a teaching approach influenced by the abovementioned educational philosophies, while an **instructional method** is the specific activity that teachers and learners will do in the classroom.

An instructional strategy is what a teacher uses inside the classroom to achieve the objectives of a lesson. A teacher can use a strategy or a combination of strategies to do this. Below are examples of different instructional strategies briefly explained:⁴

- a. **Direct Instruction** is systematic, structured and sequential teaching. Its basic steps include presenting the material, explaining, and reinforcing it. According to Borich (2001), **direct instruction methods** are used to teach facts, rules, and action sequences. **Direct instruction** methods include **compare and contrast, demonstrations, didactic questions, drill and practice, guides for reading, listening and viewing, lecture, etc.**
- b. **Indirect Instruction** is a teaching strategy in which the learner is an active and not passive participant. **Indirect instruction methods** are used for **concept learning, inquiry learning and problem-centered learning** (Borich 2011). **Indirect instruction methods** include **case study, cloze procedure, concept formation, inquiry, problem solving, reflective discussion, etc.**
- c. **Interactive Instruction** is teaching that addresses learners' need to be active in their learning and interact with others including their teachers and peers.

² Source: NEAP

³ Based on D.O. 42, s. 2016

⁴ Saskatchewan Education 1991

Interactive methods of teaching include **brainstorming, debates, cooperative learning, interviewing, small group discussion, whole class discussion, etc.**

- d. **Experiential Instruction** is teaching students by directly involving them in a learning experience. This strategy emphasizes the process and not the product of learning. **Experiential learning methods** include **games, experiments, field trips, model building, field observations, role play, simulations, etc.**
- e. **Independent Study** is teaching in which the teacher’s external control is reduced and students interact more with the content (Petrina in press). **Independent study methods** aim to develop learners’ initiative, self-reliance, and self-improvement and include **assigned questions, correspondence lessons, computer assisted instruction, essays, homework, learning contracts, reports, research projects, etc.**

E. Activities and Assessment

Cite an actual classroom situation where the different principles are applied.

PRINCIPLE	ACTUAL CLASSROOM SITUATION

Select one of the learner-centered learning approaches and strategies. Design a classroom activity using the approach/strategy. Indicate also the competency/skill to be developed, objective, method of assessment and procedure of the activity.

- Approach/Strategy
- Name of Activity
- Competency/Skill
- Objective
- Method of Assessment
- Procedure of Activity

After your insightful reading on the various Learner-centered approaches and strategies, write a Daily Lesson Plan (DLP) that has learner-centered activity appropriate to Key Stage based on the DLP standards specified in D.O. 42, s. 2016.

F. Reflections

As a teacher how can these principles help you make your learning environment a nurturing and inspiring for learner's participation?

Reflect on your role as a Teacher in promoting Learner-centered Learning.

What have I done?

What am I doing?

What will I do next?

After going through all the sessions, gather your thoughts and reflect once more. Answer the questions below:

What was new?

What was exciting?

What was worrisome?

G. Post-Test

You are about to finish this session on Learner-Centered Learning. But before you proceed to the next session in this module, your knowledge acquisition in this session will be challenged by answering TRUE if the statement below is correct and FALSE if the statement is wrong based on the principles of learner-centered learning.

- _____ 1. Learners are responsible for each other.
- _____ 2. Learners are passive receptors of information.
- _____ 3. Teachers is seen as a facilitator and guide.
- _____ 4. Learners are keep on their own seats.
- _____ 5. Learners are rarely expected to ask questions or to challenge the theories of the teachers.
- _____ 6. The use of lecture methods, note-takings and memorizing information for later recognition or reproduction.
- _____ 7. Learners actively participate in the learning process.
- _____ 8. Learners shape their own learning paths.
- _____ 9. Learners are encouraged to be more inquisitive.
- _____ 10. Curricular design is based on low levels of students participation.

- A. **Directions:** List down at least three more teaching methods in each strategy which you may similarly employ in your classroom.

Direct Instruction

Indirect Instruction

Interactive Instruction

Experiential Instruction

Independent Instruction

SESSION 2: LEARNING ENVIRONMENT

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
<p>2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.</p> <p>2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.</p> <p>2.3.1 Demonstrate knowledge of managing classroom structure that engages learners individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.</p> <p>2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.</p> <p>2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.</p> <p>2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behaviour.</p>	<p>2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.</p> <p>2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning.</p> <p>2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.</p> <p>2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.</p> <p>2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.</p> <p>2.6.2 Manage learner behaviour constructively by applying positive and non-violent discipline to ensure learning-focused environment.</p>

B. Objectives

- a. Understand the role of the teacher to provide and manage a learning environment that is learning-focused.
- b. Create learning environment that is learning-focused to promote learner responsibility and achievement.

C. Pre-Test

My Map, My Imagination!

Have you used mind mapping in your daily activities?

*Mind mapping is a quick and powerful technique for organizing your thoughts. Some people may try to tell you the 'rules' of making a mind map. Don't listen to them. This is your map. Your imagination is the limit. Be creative and make your own mind map about **Learning Environment** in the blank space provided below.*



D. Glossary of Terms

Term	Definition
Domain	Broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers.
Learning Environment	Teachers and learners are active and committed participants in creating and maintaining a learning environment that best promotes learning and meets the learning needs of diverse learners. Teachers and learners regularly check the quality of this environment. The environment is focused on learning and learners can describe their contribution to the learning process.
Learning	Focused Instructional and assessment strategies that target meaningful learning
Physical/Virtual Space	Any area conducive to learning which usually includes a safe classroom with appropriate devices for teaching and learning
Philippine Professional Standards for Teachers (PPST)	Public document that defines teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement

E. Key Concepts

1. Learning Environment

The Philippine Professional Standards for Teachers (PPST) highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. This Domain centers on creating environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards for learning.⁵

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example.

The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning — e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a “learning environment.”

Educators may also argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. For example, learning environments filled with sunlight and stimulating educational materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment, and phrases such as “positive learning environment” or “negative learning environment” are commonly used in reference to the social and emotional dimensions of a school or class.⁶

Learning Environment is the second domain of the Philippine Professional Standards for Teachers (PPST). This Domain centres on creating environment that is **learning-focused** and in which **teachers efficiently manage learner behaviour in a physical and virtual space**. It consists of six strands, namely:

1. Learner safety and security
2. Fair learning environment
3. Management of classroom structure and activities

⁵ Adapted from the PPST

⁶ Adapted from the Glossary of Education Reform (2014, August 26) Retrieved from [Http://edglossary.org/hidden-curriculum](http://edglossary.org/hidden-curriculum)

4. Support for learner participation
5. Promotion of purposive learning
6. Management of learner behavior

To reiterate, teachers across career stages are expected to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards for learning.

2. The Environmental Psychology of Teaching and Learning

He emerged into the strangest-looking classroom he had ever seen. In fact, it didn't look like a classroom at all, more like a cross between someone's attic and an old-fashioned tea shop. At least twenty small, circular tables were crammed inside it, all surrounded by chintz armchairs and fat little poufs. Everything was lit with a dim, crimson light; the curtains at the windows were all closed, and the many lamps were draped with red scarves. It was stiflingly warm, and the fire that was burning under the crowded mantelpiece was giving off a heavy, sickly sort of perfume as it heated a large copper kettle. The shelves running around the circular walls were crammed with dusty-looking feathers, stubs of candles, many packs of tattered playing cards, countless silvery crystal balls, and a huge array of teacups.⁷

This enchanting description of a classroom at the fictitious Hogwarts School of Witchcraft and Wizardry captures three fundamental ideas from the environmental psychology of teaching and learning. **First, all learning takes place in a physical environment with quantifiable and perceptible physical characteristics.** Whether sitting in a large lecture hall, underneath a tree, or in front of a computer screen, students are engulfed by environmental information. Specific targets within the environment draw the students' attention, such as armchairs, scarves, and teacups, and they continuously monitor the ambient properties such as the light of the lamps, the smell of the kettle, and the warmth of the fire. In any learning environment students are awash in environmental information, only a small fraction of which constitutes the sights and sounds of instruction.

Second, students do not touch, see, or hear passively; they feel, look, and listen actively. Students cannot attend to all the environmental information bombarding them at any given time; their ability to gather and understand incoming information is limited. Through automatic and controlled processes, students select information for consideration. They try to understand what they are sensing by piecing bits of information together from the bottom up and by applying existing thoughts and preconceptions from the top down. A classroom with circular tables and comfortable armchairs may look strange because it deviates from expectations formed through prior experience. Students may direct their attention to particular targets in the learning environment that they find more interesting, important, or unfamiliar than others. For some, it might be the instructor's engaging chemistry demonstration. For others, it may be the silvery crystal ball on the shelf. In any learning environment, students manage

⁷ **The Psychology of Learning Environments, Ken A. Graetz.** Taken from EDUCAUSE (September 7, 2017) Retrieved from <http://www.educause.edu/research-and-publication>

their limited cognitive resources by actively selecting environmental information for further consideration and by using existing knowledge structures to interpret this information in ways that have worked previously.

Third, the physical characteristics of learning environments can affect learners emotionally, with important cognitive and behavioral consequences.

Although emotional reactions to environmental stimuli have been shown to vary widely across individuals and activities, most students would probably find learning difficult in a classroom that is stiflingly warm. Conversely, environments that elicit positive emotional responses may lead not only to enhanced learning but also to a powerful, emotional attachment to that space. It may become a place where students love to learn, a place they seek out when they wish to learn, and a place they remember fondly when they reflect on their learning experiences. In higher education, we hope to provide such places for our students to learn, even as we build yet another large lecture hall and attempt to squeeze our students into crowded, noisy, and uncomfortable spaces. Clearly, some learning environments are more comfortable and offer fewer distractions than others. In any learning environment, physical characteristics that cause discomfort can be expected to interfere with learning; environments that produce positive emotional states can be expected to facilitate learning and the development of place attachment.

The areas of psychology that relate most directly to classroom design and learning environments are environmental, educational, human factors (engineering), and social psychology. Previous research on the effects of such environmental variables as light, temperature, and noise on learning has yielded some predictable results that are addressed through traditional classroom design. Learning appears to be affected adversely by inadequate light, extreme temperatures, and loud noises—variables maintained within acceptable ranges in most college classrooms. Other results, however, reflect the often complex, subtle, and surprising interplay between the learner and the learning environment. Years of research on the impact of environmental variables on human thoughts, feelings, and behaviors indicate that other variables often moderate the effects of environmental variables. In a summary of the research on educational environments, Weinstein² concluded that environmental variables can impact learners indirectly and that the effects of different physical settings often depend on the nature of the task and the learner. For example, distracting noises appear to slow reaction time and degrade performance to a greater degree in older versus younger adults³ and for introverts to a greater degree than extraverts.⁴

Research on the impact of information technology on learning environments is not as voluminous. The presence and application of technology changes the learning environment, both directly and indirectly...

F. Activities and Assessment

Explore your understanding of the Learning Environment by answering the following questions:

1. How is learning environment defined in both articles?
2. What does this definition of learning environment tell about the way students learn?
3. What is the critical role of teachers in providing and managing learning environment that promotes learner responsibility and achievement?
4. Since learners must do the learning, how do you think will you create a total environment for learning that optimizes the ability of the students to learn?

Having learned more about learning environment, how will you handle the following learning situations/contexts?

Situations	Strategies you may use to provide and manage the learning environment that are learning-focused and learner-centred.
Multi-grade classes of 60 in a far-flung area with no internet connectivity	Sample strategy in italics
Large class of 80 grade 7 students in a covered court	
8 hearing impaired students mainstream with regular grade 8 students of 60	
Insufficient number of instructional materials and other resources	

G. Reflection

To deepen your understanding of **Learning Environment**, you may now engage yourself in a personal and professional reflection guided by the templates provided below. Get ready to document your thoughts in a **reflective learning journal**.

The Reflective Learning Journal Template

Area 1 Explore the learning experience...			
	Awareness	Evaluation	Regulation
Content (What)	What have I learned?	Do I understand what I have learned? What else do I need to learn?	What can I do in order to gain a better understanding? Where can I find more information?
Process (How)	How did I learn / do it? What strategy have I used in learning this topic?	How effective is this strategy?	How can I make this strategy more effective? Is the way I do it the best way?
Reasons (why)	Why learn it? What is learning?	Why would I think so? Is this the only purpose of learning?	What would be a more useful way to understand learning? How could this learning experience be interpreted differently?
Area 2 Think of the learning experience in relation to...			
	Awareness	Evaluation	Regulation
Professional development	How does this learning experience contribute to my professional development?	What does this learning experience tell about my choice of professional goal and path?	All things considered, is this goal a suitable goal?
	What is/are my short-term / long-term professional goal(s)?	Am I making good progress? Am I on the right track?	Are there any other options? What other paths can I take to achieve my goals?
	What obstacles have I encountered?	What is the source of the obstacles? Am I on the right track?	How can I remove those obstacles? What other paths can I take to achieve my goals?

Personal development	<p>What does this learning experience mean to me?</p> <p>How does it matter to me if I failed or succeeded?</p>	<p>What does this learning experience tell me about my potentials, and myself as a person?</p>	<p>What do I know about myself?</p> <p>How am I living the most of myself?</p>
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APPLICATION

If you were to teach your class today, how will you plan your lesson considering the design of your learning environment that is learning-focused? Draft your plan for instruction below.

H. Post-Test

My Map, My Learning!

After engaging on this session, how will your mind map on Learning Environment change?

Make a new mind map on this topic on the space provided below.

Now, compare your previous and current mind maps using a Venn diagram.



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Answer Keys

Session 1:

➤ **Pre-test 1. Nature of Learners**

1. K to 3
2. K to 3
3. K to 3
4. 4 to 6
5. 4 to 6
6. 4 to 6
7. 7 to 10
8. 7 o 10
9. 7 to 10
10. 11 to 12
11. 11 to 12
reliance

reliance

Pre-test 2. 21st Century Skills

1. Critical thinking
2. Critical thinking
3. Creativity
4. Collaboration
5. Collaboration
6. Cross-cultural understanding
7. Cross-cultural understanding
8. Communication
9. Communication
10. ICT literacy
11. Career and Learning Self-
reliance
12. Career and Learning Self-
reliance

➤ **Pre-test 3. Relevant and Responsive Learning Programs**

- Answers may vary depending on the learning programs being offered in the school and/or district

Session 2:

1. FALSE
2. FALSE
3. TRUE
4. TRUE
5. TRUE
6. TRUE
7. FALSE
8. TRUE
9. TRUE
10. TRUE

Activity 2

1. d
2. f
3. b
4. e
5. c
6. j

7. a
8. g
9. i
10. h

Post-Test

1. FALSE. Gifted learners can be catered even if in a regular class.
2. FALSE. Diversity of learners is not limited to gender, race, and culture but it includes the learners' strengths, interests, experiences, language, socio-economic, disabilities, giftedness and talents, and so with learners in difficult circumstances and learners from indigenous groups.
3. TRUE
4. TRUE
5. TRUE
6. TRUE
7. FALSE. One-size-fits all approach is not possible in addressing learner diversity.
8. TRUE
9. TRUE
10. TRUE